Iowa Mid-Year Report for Comprehensive School Reform Sites

School: _____

Model: _____

Contact Person: _____

This report needs to be returned to Rita Martens by May 30, 200_ in order to receive the next CSR payment. Payment will be sent upon the receipt of this document.
(rita.martens@iowa.gov or Grimes State Office Building, Des Moines, 50319-0146)

Note: Use the "evidence" areas for reflective narratives about your successes and challenges.

District Support - There is evidence of substantive District support for the CSR Program(s) and Model(s), including support from the Superintendent of Schools, Key Central Office personnel, the professional association, parent and community groups, the school board and other stakeholders.

Indicators		**Ratings**	
Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The school/district is meeting the terms and conditions of the CSR grant.	1	2	3
2. The CSR model developer confirms the performance of the school/district in supporting implementation.	1	2	3
3. The superintendent/central office is aware of the CSR Program and Model(s).	1	2	3
4. The School Board is aware of CSR and your Model(s).	1	2	3
5. District stakeholders (e.g., professional association, parents or community groups have received orientations to the CSR Programs and Model(s).	1	2	3

Evidence:

Alignment - Each school's CSR Program (including the Model) is aligned and integrated with the Comprehensive District/School Education Plan (or its equivalent), and the District's goals, priorities, and reform initiatives that are related to helping all students attain high academic standards.

Indicators   **Ratings**

Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The CSR District/School has articulated goals/benchmarks that reflects the District's priorities and expected outcomes.	1	2	3
2. CSR District/School Improvement plan(s) are aligned with the goals of the model and grant.	1	2	3
3. District personnel are engaged in providing support which will assure alignment that can be maintained between the grant and District priorities.	1	2	3

Evidence:

Resources - The District has committed some of its existing resources (personnel, money, equipment, services, etc.) or has allowed for reallocation of resources to support the implementation of the CSR Program (and its Model).

Indicators		**Ratings**	
Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The District has authorized or empowered the CSR schools to make decisions about the use or realignment of resources received for the District.	**1**	**2**	**3**
2. The CSR District/School has aligned the resources provided by Phase III, Title, other district grants, the AEA, or other sources to support the CSR initiative.	**1**	**2**	**3**

Evidence:

Technical Assistance - The District has a plan, which it is implementing, for providing technical assistance and support to the CSR schools.

Indicators	**Ratings**		
Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. Your School/District has a thorough, detailed technical assistance plan that includes who, where and when and reflects the assistance needs of the CSR school.	1	2	3
2. External technical support and assistance has been provided for your staff.	1	2	3
3. Technical assistance has included the use of NCREL, the Department of Education, other professionals, private consultants, etc.	1	2	3

Evidence:

Evaluation - The District/School has designed and is implementing an on-going evaluation of the implementation of the CSR program, the CSR model and the impact of the Program/Model on student academic performance and other related behaviors or skills.

Indicators		**Ratings**	
Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The school has a specific detailed evaluation plan for collecting, analyzing, and utilizing information about CSR implementation in the school and the impact of the CSR Program(s) and Model(s) on student academic performance.	1	2	3
2. The school has designed, acquired, and administered instruments, reporting forms, information systems, etc., which will provide data about the CSR Program and Model implementation, as well as data about student academic performance.	1	2	3
3. The principal has met with staff, parents and other stakeholders of the CSR school to discuss evaluation evidence (implementation and impact) and the implications for the CSR Program and Model.	1	2	3
4. The school is disaggregating, analyzing and interpreting students achievement data by using factors such as race, sex, poverty, dominant language, migrant status and special education.	1	2	3

Evidence:

Student Achievement - The School/District's support of the implementation of its school CSR Model is resulting in improved academic performance of students.

Indicators	**Ratings**		
Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The school has examined student academic performance data and has established baselines in all key content areas.	1	2	3
2. The school is using performance data to make decisions about the CSR Program and Model.	1	2	3
3. The school has established benchmarks that express the adequate yearly academic progress students are expected to demonstrate and these benchmarks have been communicated to staff and parents.	1	2	3
4. The school can demonstrate, through local or state measures, that the students are making academic progress. (or lack of progress)	1	2	3

Evidence: (e.g. newsletters, publications. or guidelines developed and shared with staff and parents)

School Building Support - The school administration, faculty and staff are knowledgeable about and supportive of the CSR Program and Model

Indicators   <u>**Ratings**</u>

Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The school is meeting the terms and conditions of the CSR grant.	1	2	3
2. The CSR Model Developer confirms the performance of the school in supporting implementation.	1	2	3
3. The school **principal** has attended Model training, required State CSR meetings, and has played an active role in implementation.*	1	2	3
4. The majority of the faculty and staff are supportive of the CSR grant and have received an orientation and initial training according to the model design and timeline.	1	2	3
5. The majority of the faculty and staff are actively involved in implementation of the Model. (New Staff?)	1	2	3
6. There is a process in place for administrators and faculty to collectively address barriers to CSR implementation.	1	2	3

Evidence:
(* if the principal has not been fully involved, a detailed explanation is needed, since this is a key to the success of any reform model)

Alignment & Resources - Each school's CSR Program is aligned and integrated with the school/district improvement plan. The school has identified the resources needed to implement the CSR Program and Model and has begun the process of realigning resources to sustain the CSR Program after funding ends.

Indicators	**Ratings**		
Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The CSR school has an articulated building level improvement plan (or its equivalent) that reflects the priorities and expected outcomes of both the CSR and other plans.	**1**	**2**	**3**
2. The school has disseminated its school improvement plan to staff, parents and other stakeholders.	**1**	**2**	**3**
3. The CSR school staff has identified alignments or lack of alignments between: ❑ The district plan ❑ Your school CSR plan ❑ The Model	**1**	**2**	**3**
4. The school has done an analysis of what resources are needed to implement the CSR plan.	**1**	**2**	**3**
5. The school has analyzed its existing resources (local/state/federal funds, personnel, equipment, materials, etc.) and is in the process of aligning those resources to sustain the CSR Model.	**1**	**2**	**3**

Evidence:

Professional Development - In implementing the CSR grant the school is providing appropriate high quality, continuous professional development and training to administrators, faculty, staff and parents designed to increase the school's capacity for continuous, comprehensive improvement of student achievement.

Indicators   **Ratings**

Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. The school has a detailed, articulated professional development plan that includes sufficient resources to support the CSR Program and the goals set by the school for improvement.	1	2	3
2. Professional development is scaffolded to build knowledge and skills over time rather than isolated, one shot trainings.	1	2	3
3. There is evidence that the opportunities for professional development are varied and include knowledge and skill acquisition, modeling, practice, reflection, coaching, networking and follow-up.	1	2	3

Evidence:

Parent Involvement - The school provides opportunities for meaningful parent and community involvement in the CSR Program.

Indicators	**Ratings**		
Progress Report	**Little or No Progress**	**Acceptable Progress**	**Exemplary Progress**
1. There is a building level decision-making committee that includes parents in discussions, plans and implementations of school improvement initiatives.	**1**	**2**	**3**
2. Parents have received an orientation on the school's CSR Program and Model and receive periodic information on the progress of the grant.	**1**	**2**	**3**
3. Parents or other community members are involved in some meaningful way with the grant.	**1**	**2**	**3**

Evidence: